

Chair/Director (Signature):

RS

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus/reading list/essays; textbook table of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus/reading list/essays; textbook table of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus/reading list/essays; textbook table of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus/reading list/essays; textbook table of contents
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	306	American Political Conspiracy	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course	The course focuses on the role of real and imagined conspiracies in American history. We examine each conspiracy within its historical context, including the political and cultural climate of the time. Discussions and exams require students to demonstrate an understanding of historical events and figures, and to employ historical analysis in their arguments.	See entire syllabus (especially "course description" and "schedule and reading assignments"); textbook table of contents. This course explores conspiracy (theory and actual conspiracies) with primary attention to American history from the early national republic and antebellum period (anti-Masonry, anti-Catholicism, slave revolts and responses, John Brown and Harper's Ferry), industrial America (anti-Semitism and money power) through modern America, including anti-communism and globalism. While the focus is primarily American history, this course examines conspiracies from the ancient world, including Chinese conspiracy theories (soul stealers), to modern conspiracy theories in democratic and undemocratic countries. Furthermore, American conspiracy theory and actual conspiracies are placed within broader historical frameworks. For example, the anti-Masonic conspiracy in the early American Republic needs to be understood in the context of the French Revolution, which is discussed in lectures and readings. Similarly, the Kennedy assassination needs to be placed within the context of the Cold War.
2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	This course examines both the persistence of conspiracy theory and actual conspiracies in all societies over time from the ancient times through today. Special attention is given to American history, but reference to the larger historical context is a major focus. At the same time, while exploring the persistence of conspiracies such as anti-Masonry, anti-	The course examines in a systematic and detailed way how a sequence of events led to the manifestation of specific conspiracy theories and how these theories expressed themselves and influenced the course of history. -See entire syllabus, especially "Schedule and Reading Assignments" section, and in particular WEEK 2-4, WEEK 6, and WEEK 8.

	<p>Catholicism, anti-Semitism, racism and nativism, emphasis is placed on how social, economic, and cultural context changed the articulation and attraction for some of these conspiracy theorists. Particular attention is given to the sequence of specific events leading up to manifestations of conspiracy theories and expressions through movements.</p>	
<p>3. There is a disciplined systematic examination of human institutions as they change over time.</p>	<p>Lectures, discussion and readings offer a systematic examination of institutional settings and historical development in which conspiracy movements found salience within the political culture and institutional settings. Particular attention is given to changes within political culture, especially partisan politics and changes within political parties themselves. Attention is given to how conspiracy theories were used by populist activists and elites to effect changes within political institutions from the local to national levels.</p>	<p>Conspiracy theories and actual conspiracies are systematically explored showing how human institutions changed over time, especially political and cultural institutions.</p> <p>-See entire syllabus, especially the explanations and discussion questions in the "Schedule and Reading Assignments" section.</p>
<p>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</p>	<p>The role of ideas—in this case conspiracy theories—(bad ideas) are placed within a context of broad social, political and cultural changes at the time, and how conspiracy theories influenced the broader, social, and political climate of the time and over the course of history. More importantly, a central focus of this course is inviting students to explore the difference between theory and actual conspiracies.</p>	<p>Critical to this course is understanding ideas (often bad) and placing them within a broad social, political and economic context, both within America at the time and often within a larger international context.</p> <p>-See entire syllabus, especially the explanations and discussion questions in the "Schedule and Reading Assignments" section. In particular, see WEEK 1, Essay Prompt for Midterm 1, WEEK 8, WEEK 11, WEEK 12, WEEK 13, WEEK 14, and final exam essay prompt.</p>

ASU – Spring 2019

History 306 American Political Conspiracy

TTH 12:00-1:15 Ed 220

Instructor

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Office: Coor 4578; Office Hours MW 10AM-1 PM

Course Description

HST 306 American Political Conspiracy introduces students to the political thought and consequences of real and imagined conspiracies in American history from the early national period through today. This course covers the broad history of conspiracy theories and actions in American history. The examination of political conspiracy in America allows for a broader understanding of American political history and an opportunity for students to engage in historical analysis through primary documents. In addition, the role of individual actors, public perceptions, and history as a construct and a reality is explored in this course. The content of the course is organized around lectures, discussion, and film. Regular attendance in class and keeping up with the assigned readings are essential to success in the class, and will be encouraged by a series of quizzes.

Learning Outcomes

After completion of this course, students will have acquired through lectures, class discussion, and the reading of primary and secondary historical texts the following:

1. An understanding of the broad history of conspiracy theories and actions in American history.
2. Improved ability to undertake historical analysis and a better understanding of historical development.
3. Improved ability to analyze ideas in history; the role of ideas in history; the effects of ideas on institutions and the larger culture.
4. Improved ability to analyze historical texts, including rhetorical and literary quality.
5. Ability to define a conspiracy theory and an actual conspiracy, and to distinguish one from the other.
6. Improved ability to articulate ideas and arguments through written exams, book reviews, and orally in class discussions.

7. An enlarged historical awareness of the dynamics of change in politics, culture, and society, while understanding the persistence of certain themes.

Requirements and Grading

1. Midterm exam	100 points
2. Midterm exam	100 points
3. Final exam	100 points
4. Two quizzes (25 points each)	50 points

Grades are based on two in-class midterm examinations (bring blank green/blue examination books to class); a final take-home exam to be turned in on hardcopy the day of the scheduled final; and two quizzes. Examination questions can be found below in the syllabus.

Students' performance in the course will be assessed according to a 100 percent scale, with 98 and above an A plus (rare); 93-97 percent an A; 90-92 A-; 87-89 B plus; 83-86 B; 80-82 B minus; 77-78 C plus; 70-76 C; D in 60s.

Exams

Midterm and final exam questions will be distributed prior to examination dates. The two midterm exams are in class. You will need to provide your examination "green books," which can be purchased at the bookstore. Exams rely heavily on knowledge of readings, supplemented by lectures. There are no make-up exams. A student can be excused from exam only with permission of the instructor. In such cases, the next exam will count double. Midterms include 30 percent matching and 70 percent essay. The final exam has no matching and is a take-home exam to be turned in on the day of the final. Throughout the semester there will be two quizzes, based on previous readings and lectures. Tuesdays will be given to lectures and Thursdays will be devoted to discussion on assigned readings (with the exception of the first week, in which a lecture will be given on Thursday). Readings should be read before class. Students will be called upon at random during class discussion. If a student is found not to have done the readings for that week, an automatic 5 points will be deducted from their next quiz grade.

Required Readings

Critchlow, D. *Political Conspiracies in America*
Steers, E. *Blood on the Moon*
Blum, H. *American Lightning*
Ronson, J. *Them*

Schedule and Reading Assignments

WEEK 1 January 14-16 Introduction: Do You Know a Conspiracy Theorist?

Reading: Critchlow, Introduction and general discussion

This week introduces students to the persistence of conspiracy theories in all cultures including ancient Rome, ancient China, modern Europe, and the United States. Focus is on defining conspiracy theory and actual conspiracies. Primary discussion questions include: How do we distinguish conspiracy theory from actual conspiracies? Can you name some actual conspiracies? What is the mentality of a conspiracy theorist? What role do conspiracies play in history?

WEEK 2 January 21-23 The Bavarian Illuminati and New England Federalists

Reading: Critchlow: Dwight, 9-13; Adams, 19-22.

This week focuses on the Bavarian Illuminati or Masonic conspiracy as it emerged in Europe, gained traction during the French Revolution, and found expression in the early American Republic. The Masonic conspiracy proved to be one of long durability in American history. We examine this conspiracy within the context of political divisions in the Early Republic between Federalists and Democrats. Particular attention is given to immigration and nativism. Critical questions explored in lecture, primary text readings, and discussion include: What was the nature of this conspiracy? What was the French Enlightenment? How effective was anti-Masonic rhetoric? What were the tensions between secular ideas and religious ideas?

WEEK 3 January 28-30 The Anti-Masonic Conspiracy and Party Politics

Reading: Critchlow: Morse 34-37.

This week focuses on the role anti-Masonic conspiracy played in shaping partisan politics during the Jacksonian period in American history. Questions to be explored include the following: How did economic changes influence political institutions and political culture at this time? What was the power of anti-Masonic ideas? How did anti-elitist rhetoric reinforce political beliefs? How did political parties take shape in this period?

WEEK 4 February 4-6 Anti-Catholicism, Nativism, and the Rise of the Republican Party

Reading: Critchlow: Lovejoy, 30.

This week focuses on the persistence of anti-Catholic and nativist expressions throughout the antebellum (pre-civil war period). Anti-Catholicism expressed itself in riots and street demonstrations. Among the questions to be explored are the following: What is meant by religious liberty in America at this time? What are the tensions within a pluralist society? How did nativism and anti-Catholicism influence party politics in this point in our history?

WEEK 5 February 11-13 The John Brown Conspiracy

Reading: Critchlow: Harper's Ferry Outbreak, pp. 56-57; Start E. Steers, *Blood on the Moon*

Quiz 1

This week we explore an actual conspiracy, Brown's raid on Harper's Ferry. The case of John Brown raises questions as to what is legal and illegal protest and if illegal protest and militant action is necessary for social transformation. Additional questions to be explored are: How do we define an actual conspiracy? Why was John Brown seen as a hero in some circles? What was the power of Brown's rhetoric? How did the rhetoric of abolitionists such as Henry David Thoreau influence public opinion?

WEEK 6 February 18-20 The Lincoln Conspiracy

Reading: Finish Steers, *Blood on the Moon*

This week we continue with an actual conspiracy, the conspiracy to assassinate Lincoln. This assassination provides the opportunity for students to examine racism as it expressed itself in the assassination. Many questions are raised in this conspiracy, including: What motivated the assassins? Why does this conspiracy fit our definition of an actual conspiracy? How did this actual conspiracy give rise to later conspiracy theories? What role does conspiracy theory play in popular and consumer culture?

WEEK 7 February 25-27 The LA Times Bombing

Reading: Blum, H. *American Lightning*

Midterm Exam on February 27

The bombing of the LA Times building raises issues concerning labor-capital relations in corporate America; terrorism; and the strategy of political defense in the court of law.

Exam Essay Prompt: This Midterm will be written in class in a "green" exam book that can be purchased at the bookstore. Instructor will select one of the below essays through the roll of a die (single dice). Whichever number turns up will be the asked question. Students will write one of the following essays:

1-2: In late Spring of 1789, Jedidiah Morse, a prominent New England clergyman, warned of a Mason conspiracy that sought to undermine Christian and republican founding principles of the newly formed, United States of America. In an analytical essay, discuss how this fear of a Bavarian Illuminati conspiracy reflected cultural and political anxiety on the part of people such as Morse and Yale University president Timothy Dwight. In your essay, discuss the origins of the Bavarian Illuminati; the cultural and political climate in the United States in 1798; support for this theory from European authors such as Barruel and Robinson; support for these theories by Morse and Dwight; and why this theory ultimately failed to gain political traction.

3-4: The assassination of Abraham Lincoln was an act of conspiracy initiated by a small group of fanatics. His assassination gave rise to other conspiracies, including cover-up and accusations of others involved in the conspiracy. In an analytical essay drawing on your reading of *Blood on the Moon*, describe the Booth conspiracy; his relationship with Confederate operatives; Booth's network of supporters in Maryland; his and other conspirators' arrest, trial, and conviction; and the development of subsequent conspiracy theories. In your essay, distinguish between actual conspiracy and conspiracy theory, and how as students of history, we can discern the difference.

5- 6: Select one of the following topics and discuss the role that conspiracy played:
The Anti-Masonic Party; Anti-Catholicism; the John Brown Trial; the Lincoln Conspiracy

ID study guide: Jedidiah Morse; John Robinson; Augustine Barruel; Timothy Dwight; William Morgan; William Seward; Marie Monk; Joseph Smith; Brigham Young; John Brown; Adam Weiskaupt; Elijah Lovejoy; Jefferson Davis; John Wilkes Booth; Andrew Johnson; Edwin Stanton; John Surratt; Samuel Mudd; Samuel Morse; Thaddeus Stevens; Thuroow Weed.

WEEK 8 March 3-5 Henry Ford and the Jewish Conspiracy

Reading: Critchlow: Ford, 89-93; Coughlin, 93-97; Ronson: Chapter 5

Quiz 2

This week the course focuses on the emergence of anti-Semitism in modern American culture through the writings of Henry Ford's *Dearborn Independent* newspaper in the 1920s. We will look at how the anti-Semitic tract, "Protocols of the Elders," was transmitted from Russia by Ford and how this tract and Ford's writings were published in Nazi Germany and in the Middle East. More importantly, we will examine how Christian Identity Theory merged with anti-Semitism and how these ideas found root in the post-World War II extreme right and found violent expression in the Oklahoma Federal Building bombing. We will examine the continuity and consequences of a conspiracy theory. Henry Ford's anti-Semitism expressed in the *Dearborn Independent* raises pertinent questions as to the meaning of ethnic pluralism in America, but also the role of bad ideas affecting history. Other obvious questions to be explored include: What is anti-Semitism? How are ideas transmitted from one culture to the other? What is Christian Identity Theory? What does the emergence of the extreme right mean in American political culture?

WEEK 9 March 10-12 Spring Break

WEEK 10 March 17-19 The Communist Conspiracy Real Spies

Reading: Critchlow: Flett, 107; Keyhoe 110-113; Sheen 116-117; Goff, 118-121; Noebel, 127-129; Bielsky, 130-137

This week the class looks at anti-communist conspiracy theory and actual conspiracies found in Soviet spy activities in the 1950s. The Communist conspiracy was deeply rooted in the rise of modern rightwing politics in post-World War II America. This discussion invites students to examine conspiracy theory and its role in mobilizing voters, and to distinguish real spy activity from hysterical accusations of widespread communist infiltration. In lecture and readings we will explore such questions as: How effective was anti-communist rhetoric? What is the meaning of free speech in American culture? What is the difference between anti-communist conspiracy theory and actual spy activity? How were the two conflated in the American culture?

WEEK 11 March 24-26 The UN and Global Conspiracies

Reading: Critchlow: Courtney, 138-141

Midterm Exam March 26

This week the class looks at anti-global conspiracy theories that are wide-reaching. They reflect a common theme of anti-elitism. We will explore in readings and discussion the

power of anti-global conspiracy theories. Among questions to be asked are: How a changing economy gave rise to anti-global conspiracy theories? Is there a continuity in the past in anti-elitist rhetoric? How has anti-global conspiracy theory influenced American politics and culture? How do we distinguish elite organizations from actual conspiracies?

Exam Essay Prompt: Describe and analyze the events leading up to and the consequences of the LA Times Building bombing. What was the nature of the conspiracy?

ID study guide: Samuel Gompers; Eugene Debs; Richard Olney; Clarence Darrow; Big Bill Hayward; John D. Rockefeller; Billy Burns; J. J. McNamara; Otis Harrison; Henry Ford; Charles Coughlin; Charles Lindbergh; William Cameron; Gerald L. K. Smith; Wesley Swift; Timothy McVeigh; William Pierce; Robert Welch; Joseph McCarthy; Dwight D. Eisenhower; David Noebel; Robert Welsh; W. Cleon Skousen; Billy Hargis.

WEEK 12 March 31-April 2 The JFK Conspiracy

Reading: Critchlow: Binguuier, 133-136

The Kennedy assassination has given rise to a multitude of conspiracy theories. In lecture and discussion, we examine the actual assassination, how conspiracy theories immediately developed, and the role of books and movies in perpetuating conspiracy theories. Questions to be examined include: What were the actual events of the Kennedy assassination? How was disinformation disseminated in popular culture? What role does popular culture in a mass society play in perpetuating conspiracy theories?

WEEK 13 April 7-8 The UFO Conspiracy

Reading: Ronsom, *Them*, Chapter 8

This week we examine the UFO and alien conspiracy, which is shown to be quite popular. Particular attention is given to popular culture and examination of conspiracy theory as entertainment and actual belief. Among questions to be explored are: How does popular culture spread a seemingly absurd conspiracy theory? What is the appeal of the UFO and the idea that aliens are amongst us within the popular culture?

WEEK 14 April 14-16 World Government and International Elites

Reading: Ronson: Chapters 1-3; Critchlow: Courtney, 130-141; Machubuti, 150-154; Pardo, 154-158; Skonik, 158-161.

This week we return to conspiracies with roots in the Cold War and to issues of globalism and national interest; populism versus elitism; and political tensions as they arose within an international context. We look at the role conspiracy theory plays in American politics and popular culture today. The primary questions to be asked are: How do we distinguish theory from actual conspiracy? Do elite formations show inordinate influence or actual conspiracy?

WEEK 15 April 21-23 Conspiracies Today (Student Choice)

This week students will choose a conspiracy theory not covered in this class. Questions will be determined by the class.

WEEK 16 April 28-30 Conspiracies Today continued

This week we wrap up the course, providing an overview of the role conspiracy theory has played in historical development; the changing rhetoric of conspiracy theory; and a review of actual conspiracy and conspiracy theory in American politics and high (literary) culture and popular culture (entertainment). One of our primary questions is how mass communications, beginning in early modern Europe through today with social media, influenced the perpetuation of conspiracy theories.

Final Exam: To be written as a take-home exam and turned in on hard copy on the day of the final in class. No matching.

Prompt: In an analytical essay, compare three conspiracy theories or actual conspiracies with this question in mind: How can a reasonable person distinguish a conspiracy theory from an actual conspiracy in American history? Provide three examples in your take-home essay. At least one of these conspiracy theories or actual conspiracies must be in the 20th century and at least one must be before the 20th century. Your essay should be 6-8 pages, typewritten, in 12 point font, with regular margins. The essay should rely on lectures and readings, citing specific documents. *The essay must be submitted hard copy on the day of the final class, which will be in our regular classroom.* Your essay should begin with an argument and proceed to each of the conspiracies. Again, be sure to cite page numbers and readings. It is recommended that you discuss each of the conspiracies separately, before your conclusion. Your essay should be as detailed as necessary to make your argument.

Class Behavior and Academic Integrity

Attendance at all class meetings is required; late arrival and early departure are strongly discouraged; please notify the instructor in advance, should it be necessary to miss all or part of a class meeting. Participation in classroom discussion is an important component of the course: the free expression of ideas depends on a maximum of courtesy and respect for others. Students are responsible for knowing and adhering to the ASU Student Academic Integrity Policy (see <http://provost.asu.edu/academicintegrity>); violations - which include, but are not limited to plagiarism, cheating on examinations, submitting work from other courses - will be sanctioned in accordance with ASU guidelines.

Students with Disabilities

We are eager to make accommodations for instruction and testing for students with disabilities; please consult with the instructors and with the ASU Disabilities Resource Services.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, I am obligated to report

any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

POLITICAL
CONSPIRACIES
IN AMERICA

—
A Reader

Edited by
Donald T. Critchlow, John Korasick,
and Matthew C. Sherman

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See more textbook info here:

https://books.google.com/books/about/Political_Conspiracies_in_America.html?id=GxmwdQAAQBAJ&printsec=frontcover&source=kp_read_button